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Present Day Geography

BY

MRS. R. E. BROWN

Teacher of Training Class, Granville, N. Y.



SYRACUSE, N. Y.

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JAN 31 1916

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PRESENT DAY GEOGRAPHY



PRESENT DAY GEOGRAPHY

I GERMANY

Before beginning the geography lesson, make sure that the conditions are the best possible for individual attention to the work of the hour. Indifference and restlessness are signs of mental discomfort. Get some fresh air into the room; march a few moments, or have a few simple gymnastic exercises. Teachers may do much toward brain nutrition by providing fresh air, and frequent exercise.

Having made all as comfortable as possible, the children should open their geographies to the best map of Germany. Remember, now, that attention is simply the focussing of consciousness. Make it prac-

tically impossible for the child to focus consciousness on anything but that map of Germany. Do not allow pencils, erasers, knives or anything else in the hands of the children. A boy may give excellent attention and at the same time bend an eraser back and forth, but sooner or later the miserable thing makes an unexpected leap half way across the room, and the lesson, for the time being, is not uppermost in the minds of your pupils. Young teachers, especially, will do well to *prevent* any cause of inattention or disorder. In the schoolroom, an ounce of prevention is worth—O many pounds of cure.

When all is in quiet readiness begin the lesson in your most interesting manner.

You may refer, perhaps, to the latest news of the war. Speak of the wonderful German army. Tell how this army, at

the beginning of the present war, upon leaving Germany, spread itself into several sections resembling in shape a half open fan, and marched westward by various routes, to invade France.

This is not the first time that Germany and France have been at war. They are old enemies. Bismarck, one of the greatest men Germany has ever produced, once said, "The great questions of the day are settled not by speeches and the decisions of majorities but by blood and iron." Bismarck was the founder of the German Empire. He brought about the union of a number of states, of which the largest was Prussia, and made the "King of Prussia" also "Emperor of Germany". He is often called "The Man of Blood and Iron".

However it may have been in the past, we of the United States believe that great

questions should be decided without bloodshed. The statesmen of the United States are at the present time doing all in their power to bring about an agreement among all the nations whereby disputes shall be settled by commissions appointed for that purpose.

Of course, sooner or later, some child will ask you what all this trouble in Europe is about. You may safely answer that, though many excuses are given, the real cause of the war lies in prejudice and jealousy. Do not give your personal opinion as to where the blame rests for beginning this terrible conflict. History will, sometime, make all clear. We can afford to wait for the truth.

Moreover, our president has proclaimed our country neutral. It will not matter very much, perhaps, what one teacher

tells one class. But if the hundreds of thousands of teachers in these United States observe a strict neutrality in their talks with the millions of students in their charge, it may have an appreciable effect on the sentiment of the people of the United States. Let us do what we may to support President Wilson in his effort to prevent Americans from becoming involved in the struggle.

Let us look at this country whose men are being taken from the fields and sent by thousands, to lay down their lives for their country. Only a few days ago the newspapers told of a terrible battle fought in a wheat field in France. Think of the pity that men are lying dead in the fields where they should be cultivating grain for their families.

But is Germany an agricultural country?

In calling her men to war is she actually taking them from the fields? Pupils study map and see that Germany lies almost wholly in the great northern lowland. Is the country well watered? In what latitude does it lie? From the map the pupils will conclude that every indication points to agriculture being an important industry. Read what the text tells of industries and productions in highlands and lowlands.

How are all these productions disposed of? Nations dispose of their produce much as individuals do. Some is sold among neighbors and some is sent far away. How are the goods transported? By railroads and rivers. Germany is well supplied with railroads. Berlin is one of the greatest railroad centers in the world.

Now what rivers should our pupils learn? I believe it is a safe rule never to teach a

river unless we can find a good reason for so doing. Obviously it is not sensible to expect the children to be able to describe *all* the rivers of Germany or any other country. They should, as a matter of general information, know those that are the great natural trade routes and those that hold prominent places in history and literature.

Instead of assigning to the pupils the dreary task of learning where each river rises, in what direction it flows and into what it empties, call attention to the fact that the Elbe, Weser, Oder, Vistula, Rhine, all cross Germany, taking a northerly direction. The Elbe, Weser and Rhine empty into the North Sea; the Vistula and Oder into the Baltic. The Danube crosses a southern corner of Germany, flows entirely across Austria-Hungary, and

into the Black Sea. A few moments drill just at this point and the rivers of Germany are learned.

Speak of the love of the Germans for the Rhine. Read "The Watch on the Rhine". No matter how often they sing it, read it just the same and read it well. The words will mean more than ever before. Tell of the bewitching Lorelei, who sat singing on the rocks in the river and with her wonderful song lured sailors to their certain death in the rapids. Mention the many ruins of medieval castles still to be seen along the river. The Rhine waters the greatest wine and raisin-producing country in the world. For miles the river winds its way among vineyards which are planted along either side. The river banks are high and steep, and to prevent the rains from washing the earth away from the roots of the

vines the land has been terraced. (Explain the term.)

There is another waterway worthy of notice, and that is the Kiel Canal. Pupils should consult scale and calculate on the map the distance a ship travels going from the North sea around Denmark into the Baltic. Then measure the canal. They will be surprised that the journey around Denmark, which looks inconsiderable, is quite a long one. Lead them to see the advantages of the canal, both to merchant steamers and men-of-war. There are many other canals connecting rivers. In fact, there is a perfect network of rivers and canals over Germany.

We have learned that agriculture, mining, and lumbering are carried on extensively. From what has been learned of the water ways, the pupils will see that it is reason-

able to expect manufacturing and commerce to be among the chief industries.

Look carefully at the cities. From location judge which are ports and which are manufacturing centers. Berlin has been called "The city of intelligence". It is one of the world's great educational centers. Scholars from all parts of the world, including a large number from our country, find it profitable to spend some time studying in German universities. The world owes much to German inventors and scientists. Berlin is a very beautiful and a very clean city. One of its streets, *Unter den Linden*, "Under the lime trees", is noted the world over for its beauty. We are told the people of Berlin would not tolerate the indiscriminating method of advertising which makes sections of some of our cities hideous. Places are

provided for the posting of advertisements.

Cologne is noted for its beautiful cathedral. If possible, show a picture of some cathedral and make sure the pupils know what a cathedral is. Once while teaching a sixth year geography class, I suspected that the fourteen year old boy who was reciting did not know much about what a cathedral might be. I urged him to tell me just what he would expect to see if he could visit a cathedral. After much hesitation, he said he supposed it was about like our village theatre!

For what are Essen, Leipzig, Munich, Dresden noted?

Speak of the government of Germany, and give the name and title of the present ruler.

The pupils may be required to consult the school or public library for facts con-

cerning: home life of Germans; the naval rank of Germany; German exports to U. S. and U. S. exports to Germany; the Krupp gun; the Black forest; the conservation of German forests.

You will probably think of other items of interest in connection with this lesson. I hope so. For if you are really in earnest in your work, working *with* the children, this method of presenting geography makes it a live, interesting subject.

II FRANCE

Strive to present no two lessons in just the same manner. Strive, also, to begin the lesson with a talk or story which will at once attract the attention of your pupils. Children are more interested in people than in gulfs, bays and mountains. Present day teachers aim to bring out in their geography lessons the effect of the geographical features of a country on the history (industrial, commercial, social, as well as political) of its people. So suppose we begin the study of France with a consideration of the French people.

For instance, tell of the gay life of the Parisians; Paris is said to be the gayest city in the world. Some people say that even the ragged little children who know

no home but the street are happy in this great city. But probably there is just as much sorrow in Paris as in other places, for sorrow comes to every one, sooner or later, no matter where he lives. But Paris is a very busy city and busy people are likely to be happy. Also the French are by nature gay and sociable. They enjoy city or village life, for there one may meet his friends on the streets, in the stores or in one's home and have a friendly chat. Even those living in rural districts do not build their houses on their farms, as we do in America. A Frenchman could not be happy with his nearest neighbor half a mile away. No indeed!—the French farmers live in the village and go to their farms in the morning, returning at evening. But though the French love the life of the village and city, France is an agricultural

country. It contains more farms than the United States, though it is about twice the size of California. This leads to a study of the map and the discovery that France is a generally level country, well adapted to agriculture. The lesson may then follow more or less closely the plan outlined in the lesson on Germany.

Another interesting beginning may be made by a talk about Lafayette. The teacher might mention events in his life, not mentioning his name, allowing the children to discover of whom she is speaking.

But the story I prefer for beginning the study of France is the story of the life of Napoleon Bonaparte. If you have no better way, try presenting this story and watch the children's eyes grow big,—especially the boys'. Tell the story so well

that at least *some* of your students will ask for a book from which to read more fully the life of Napoleon. If you can do this, you have laid a stepping-stone toward a love for historical reading. Have in mind some book to recommend, which is suited to their years. "Boy of the First Empire," by Brooks, "Boy Life of Napoleon," by Foa, (adapted by Brooks), "Napoleon Bonaparte," by Sprague, are all good. The story might run something like this:

On your maps, notice the island at the toe of the boot that Italy forms. Its name? To what country does it belong? You will notice Corsica is a small country, but it has a most interesting history. It has belonged to many countries; for, by the fortunes of war, it has often been ceded by one country to another. Sometimes

it has been independent and the Corsicans have fought to keep their independence.

At the time the American colonies were having their troubles with England because of the Stamp Act, and England was stationing troops in Boston, there was born on the island of Corsica a boy who was named Napoleon Bonaparte. His father was of noble birth, but had little money. Napoleon was the second of the thirteen children in this family. His parents were Italians. Only a couple of months before his birth Corsica had been ceded to France. The Corsicans did not like this and all through his childhood Napoleon heard plans discussed for regaining their independence. Some of his father's friends were men of the army. The boy early became interested in military life. Historians tell us that the boy, Napoleon,

was thin, pale and undersized. He was never large physically. When he became an officer in the army and wore large, long riding boots, such as officers wore at that time, the boots looked so large on such a small man that some one facetiously referred to him as, "Puss in Boots". His soldiers, too, often called him "The Little Corporal".

When Napoleon was but nine years old, he was sent away to school. At sixteen, he was an officer in the French army. For you see Corsica belonged to France, and though the boy was Italian by birth, he was born and brought up in the country owned by France. Therefore he was a Frenchman and France had a right to claim him for her army if she wished him, and she *did* wish him, for his teachers spoke highly of his work in the military school.

He received a small salary. At the age of twenty-two, his salary was but two hundred sixty dollars. Yet he managed to provide, not only for himself, but for his twelve-year-old brother, whom he kept with him, in order to help his mother.

When you get into the high school and read the history of France, you will learn much about this great man, for he made history pretty fast for France. You will read of the great battles he fought against Italy, Austria, Germany, England, Russia and other countries. For years he was victorious in the wars. The French people adored him. They made him their Emperor. The poor, pale-faced Italian boy had become Emperor of France,—and France was the most powerful nation of Europe, because of him. But the other nations feared and hated him. Because

of the wars which he waged, thousands of women lost fathers, husbands, sons in battle,—thousands of children were left fatherless and thousands of homes were destroyed.

But there came a battle when Napoleon was not victorious and England triumphed over France. Then this great Emperor was exiled from his country—sent to an island thousands of miles from his beloved France. There he led a lonely life, guarded every moment, awake or asleep, until death ended his loneliness.

When you are older some of you will, undoubtedly, visit Paris. You will visit the Louvre and other art galleries. There you will see many paintings and other works of art—some of the rarest in the world. Many of these were sent to Paris by Napoleon. Whenever he made war

on a country, he immediately took measures to ascertain what art treasures that country possessed and where they were kept. Then when the war was over, and France was victorious, he would seize all the beautiful paintings and statues and send them to Paris. Thus Paris became noted for its art treasures. Many other wonderful pictures have been added since Napoleon's time, and now thousands of art students live in France where they may study at first hand the works of the greatest painters and sculptors.

The French people love the beautiful in everything. This love and good taste manifest themselves even in their clothes. The dresses of the French women are copied all over the world. From Paris great quantities of ready-made clothes and dress material, gloves, hosiery, laces

and ribbons are exported to many countries. You see, on the map, that Paris is not a seaport. How are her manufactures sent to the coast? Pupils will suggest they may be sent on the Seine to Havre. Emphasize these facts:—Paris is one of the great manufacturing centers in the world; it is on the Seine; its port is Havre. This helps to fix in mind the location of the two cities and the river.

Note Marseilles near the mouth of the Rhone. With aid of map and text, discover in what industries the people in the valley of the Rhone engage. What, then, will be exported from Marseilles? Speak of the beautiful porcelain which is manufactured at Limoges. If possible have a piece of Limoges china to exhibit. The ribbon industry at St. Etienne is worthy of note. Bordeaux is the greatest wine

port in the world. Look at other industrial centers. Note the Loire river. The rivers Aisne and Ois should be noted just at the present time because their banks recently been the battle fields toward which the eyes of the world were turned. Ordinarily they are unimportant.

Consult map and text to find what natural advantages have helped to make France a commercial, agricultural and manufacturing country.—Note latitude, altitude, proximity to ocean, location of mountains, and judge of climate; note coast line, gulfs, bays, etc.; location with reference to other countries; facilities for transportation. Is France a mining country? Wherever we find a manufacturing center, we may conclude that coal is mined in that section or that it may be obtained easily. Which is the case in France?

Speak of the manufacture of silk and culture of the silk worm. Either tell how silk is manufactured or assign it as a topic for research. It will be possible for many teachers to procure the cocoon of the silk worm. But if you cannot get one, be on the lookout for the cocoons of some of our native caterpillers. From many of them you can unwind a thread of silk.

Be sure to have some pictures on hand. The lesson will be much better remembered if it is illustrated. We can obtain splendid copies of the world's best pictures for a few cents. The very fact that you have pictures to illustrate your work reveals to your pupils that you are interested and enthusiastic. And interest and enthusiasm are contagious. Get good sized pictures and mount them. For instance, a portrait of Napoleon, about 7x9, mounted

on a dark brown mount, if in sepia tones, or on a light gray mount, if black and white, will add greatly to the beginning of the lesson. Other pictures might be: A view of the Champs Elysees; the Tuilleries; pictures portraying the rural life of France; some of the art galleries; some of the pictures to be found in those galleries—the Mona Lisa, for example. Tell of the stealing of this picture two or three years ago. Call attention to the beautiful expression of the face. Cover the eyes with the hand and the smile seems to be around the mouth. Cover the mouth, it is the eyes that smile back at you. Call attention to the beauty of the hands.

Have some views of the Alps. Tell how Napoleon led his soldiers across the Alps, to invade Italy. When the people learned he was planning to do this, they

said it was simply impossible, for the army to cross those mountains, but Napoleon merely said, "Beyond the Alps lies Italy."

Some topics for home research work might be:—Life of Leonardo da Vinci and the circumstances of the painting of Mona Lisa; the Riviera; Eiffel Tower; government of France; name of the present President; the emigration of the French to United States as compared with that of other countries; French army and navy; fisheries; French imports and exports.

Some very sensible people think now-a-days that learning is made too easy for the children. Quite possibly. But there is no immediate danger of making it too interesting. I would have the boys and girls thinking so earnestly about the French people and their home, during this lesson, that they will want to read about these.

people. And I would also see to it that at an appropriate place in the lesson a few moments are taken to fix in the mind once and for all the location of important cities, rivers, etc. It is all wrong for a child to sit half an hour with an open geography before him, deluding himself into the belief that he is "studying". It seems to me that the memorizing of locations, the describing of rivers and other such necessary (but of themselves, uninteresting) details should be taught briskly, by the teacher. Then the individual study in school or at home should be along lines that develop a habit of research and a love of biographical and historical reading.

III THE BRITISH ISLES

By way of introduction the teacher might give a brief history of England, showing how Britannia has risen from a small, obscure country to become "Mistress of the Seas." The story of the defeat of the Spanish Armada never fails to interest.

After text books are opened and maps ready for consultation, about the first to be done is to get a clear understanding that "The British Isles" is the name given to a group of islands, numbering hundreds; Great Britain is the largest of the group and contains England, Wales and Scotland. Ireland is the island second in size; "The United Kingdom" is the name applied to Great Britain and Ireland; "Brit-

ish Empire" includes British possessions all over the world. It has been said that the sun never sets on the British Empire. Do you understand the significance of this? While "England" used geographically is but one country of Great Britain, "England" is used, in a political sense, to designate the British Empire.

Compare the latitude of the British Isles with that of Labrador. Compare the climate of the two countries. What, beside latitude, determines the climate of a place? The Isles have a milder winter than we have in the northern part of the United States. This is largely due to the winds which are warm. The prevailing westerlies blow two-thirds of the time.

The map shows Ireland to be generally low and flat. Consequently the moisture-laden winds blowing from the ocean deposit

their moisture as rain. The average annual rainfall is about fifty-five inches. These conditions make Ireland a country of green fields. This has given rise to the name, "Emerald Isle." What is an emerald?

Of course, in this level, well-watered country agriculture is the chief industry. Large crops are raised, the chief of which is the potato crop. Yet the average Irish farmer is not prosperous. Remember it is not what a man earns but what he saves that makes him prosperous or otherwise. Very few Irish peasants own their farms. They are, for the greater part, owned by wealthy English men who rent them to Irish peasants. Rents are often exorbitant and laws unfavorable to the poor peasants. Can you see any connection

between these facts and the large number of Irish in the United States?

Travellers, returning from Ireland, tell us of the beautiful lace which the Irish women make. One kind is called pillow lace because it is made over a pillow-shaped pad. Not only in Ireland, but in various parts of western Europe it is common to see women making the most beautiful laces as they sit in their doorways or watch the flocks in the fields.

The Irish are noted, also, for their linen. From what is linen made? Do the Irish grow their own flax or import it? What part of the flax is utilized in linen manufacture? Locate Belfast. This city contains the largest linen mill in the world. In this mill twenty-five thousand people find employment. In Belfast, large numbers of ships are manufactured—some of

them being fine ocean steamers. Locate other manufacturing centers. In Dublin great quantities of Irish poplin is manufactured. What is poplin? Dublin is an educational centre, containing Dublin University; it was the birth-place of the Duke of Wellington, who did more than any other one man to cause the downfall of Napoleon; it contains St. Patrick's Cathedral. Tell the story of Ireland's patron saint, dwelling more upon his ministrations to the poor and unfortunate, than upon the tale of the driving of the snakes and toads out of Ireland. Find a seaport where American vessels often stop before crossing the channel to Liverpool.

There is no coal in the country. The people use peat for fuel. Allow pupils to discover for themselves what peat is, how obtained, and how prepared for use.

We find no great rivers in Ireland. They are short, though some furnish good water power.

Locate the Lakes of Killarney. These lakes were formed when the great Scandinavian glacier slowly dragged itself across Europe. As it carved its way between mountains or hills, it often left hollows in the land. After the glacier melted mountain streams and springs filled these hollows with water and thus a lake was formed. The Lakes of Killarney are not large—only about five miles long and about half as wide. But their shores are a mass of trees and bushes covered with beautiful foliage and flowers. Lovely little islands dot the surface of the lakes here and there, adding greatly to their beauty.

The Irish people are honest, industrious and home-loving. They are noted for

their wit. But they are highly imaginative. From them one may hear no end of stories of fairies and elves, or ghosts. In the town of Blarney stands the famous Blarney Castle. In the masonry of this castle is a magic stone. The Irish will assure one that any who kiss this stone will forever have the gift of eloquent and complimentary speech. Hence the significance of the remark, "He must have kissed the Blarney stone."

The shamrock is the emblem of Ireland. Have you ever seen this plant? Now let us leave the "Land of the Shamrock," and visit the "Land of Heather." What is heather? What water must we cross to reach Scotland?

The map shows a country rugged and mountainous in the northern and western parts; more level in the central and eastern

parts; low mountains in the extreme south.

The inhabitants of the northern part are called Highlanders; those of the southern part, Lowlanders. Are there more Highlanders or Lowlanders? Why? In olden times the Highlanders were divided into clans. Consult dictionary for meaning of *clan*. Each clan had its chief and its own costume. In these clans originated the Scotch plaids—each wearing the plaid that represented his clan. The clans were often at war with each other. After a war the victors obliged the conquered to adopt the plaid and emblem of the victorious clan.

We have seen that the southern part of Scotland has the greater population. Ireland's centers of population and industry are mostly in the eastern part. Give reasons for this. The teacher will find it

helpful to place upon the board a map, showing the coal fields of Great Britain. In Tarr and McMurray's "New Geographies," Book II, p. 267, there is such a map. Divide the plate into squares. Place the same number of squares upon the board. Work out the outline square by square. Whether or not it is easy for you to draw, you simply cannot help getting good maps before your pupils, if you follow this plan. The children will not be slow to see that manufacturing centres have sprung up near the coal fields. In Scotland the greatest manufacturing centre is Glasgow. What is manufactured in Glasgow? Consult tables found at the back of the text book and find how Glasgow ranks as a centre of population. What raw material does Scotland produce? What are the means of transportation?

Now we cross the Cheviot Hills and we are in England, our "mother country." But before considering England, let us look at the little country west.

Wales is smaller than Massachusetts. A rough, hilly country, you see. Here are rich coal deposits, iron mines and slate quarries. The principal city, Cardiff, is noted for its ship building.

Great Britain produces three-fourths as much coal as all the United States. To what industries, in England, does the presence of coal in large quantities give rise? Name the great manufacturing and mining centres of England. What is the seaport of western England? Eastern England? How are goods transported to the coast? How does England rank with other countries in manufacturing and commerce? What raw material does she

import? From what countries are they imported? Why does not Great Britain produce her own cotton? (Cotton requires a *long* season of warm weather—it could undoubtedly be grown in Great Britain, but the frosts would come before it could ripen.)

The "Current Events" of Dec. 4, 1914, states: "The allied countries are now spending millions of dollars in the United States. They buy, chiefly, canned meats, dried or salted fish, grain, horses, arms, ammunition, boots and shoes, woolen clothing and lumber." The same paper elsewhere states: "The British Parliament granted Premier Asquith's request for leave to raise a second army of one million men." Contrast the present condition of England with that of our country. The British, having already sent a million men

to war, now take another million from the fields, mines, fisheries and factories. Large sums of money which should be spent in English markets are turned into the markets of the United States. This is a good time to impress upon young minds *one* of war's horrors—the paralysing of industry. We have seen that when every one is at work England cannot produce food enough to supply her large population. Now that the men must leave their work, who is to furnish food for aged mothers, wives and children?

Try to have the girls and boys get some idea of the immense size of London. Remember that areas are great or small only by comparison. Compare the area of London with some well known area. London is the greatest commercial centre in the world. It is centrally located as regards

the East and the West, which is one reason for its commerce. Another is found in the vast possessions of the British Empire. Name these possessions. If you were a business man and had a family of sons and each was engaged in some business would you not trade with each other? So it is with nations. India, Australia, Canada and the rest send their products to England. And when the ships return they carry cargoes of goods produced in Great Britain.

London is on the Thames river. The mouth of the Thames is about six miles wide and forms a harbor for vessels from all parts of the world. The harbor extends a long way inland. For twenty miles it is lined on each side with the docks of London.

The city is built on both sides of the

Thames. It is said the busiest place in the great city is London bridge. Some one has estimated that eight thousand people cross the bridge every hour.

One recitation may well be given to London. After a short talk which ought to arouse interest, leave the rest to the children. The next recitation may consist of their telling what they have been able to learn of: Westminister Abbey, Houses of Parliament; Bank of England; London Tower; Trafalgar Square; St. Paul's Cathedral; Rotten Row; Picadilly; British Museum; Crystal Palace. Encourage children to bring post-cards to other pictures obtained from magazines or any other source.

Explain in a simple way the government of the British Empire. Emphasize the fact that this Empire is *well* governed.

Talk to the children of Shakespeare, Dickens, Burns, Scott and Moore. While studying England, it would be excellent to have one of the English lessons consist of a talk about English authors. Tell the story of one of Shakespeare's plays. Or read one of Lambs' "Tales of Shakespeare." I have heard a sigh of disappointment when the story about a certain merchant who lived in Venice long ago, was finished. I have known questions to be asked afterward, which plainly showed that the sixth grade enjoyed Shakespeare's play. Remember, many of our girls and boys leave school at the end of the sixth school year. In nearly every case the seed for the love of good literature must be sown while the children are in school. A boy may not remember the length of the Thames or the largest city of Scotland, but if he remembers

Scotland's poet and learns to love the works of Shakespeare, Dickens and Scott, the community in which he lives will be the better for his living in it. If we can send our sixth grade pupils out with a taste for good literature, we have done much towards the ultimate end of teaching—good citizenship.

And don't overlook the ones who are most in need of help and encouragement. In a sixth grade which I knew well, it was very popular to borrow books from the public library. Each child had a library card. In the grade there was a number of foreign children. The teacher quoted, during a geography lesson, from the Burton-Holmes "Travelogs." She told them that the books were in the public library and suggested that they might enjoy them.

Soon after, our public librarian related the following incident:

"One night a couple of weeks ago, A. (naming an eleven-year-old boy, son of an Hungarian saloonkeeper) came into the library and asked for one of our new 'Travelogs'. I must say I hesitated. It was raining and he was dirty. But on second thought I wrapped the book in paper and told him he must not soil it. He kept it a week, and returned it in perfect condition, wrapped in a newspaper." "And," I replied, "I happen to know he made good use of it."

IV BELGIUM

Not long ago, a college professor, lecturing in a nearby city, remarked that he wished he could have a goodly number of the Belgium refugees in this country. Why did he make this statement? Evidently he believed the Belgians would make good citizens. Let us see how many reasons we can discover in support of this theory.

Belgium is the most densely populated country in the world. (Do your pupils distinguish between densest and largest?) Nevertheless Belgium raises crops sufficient for her needs. The Belgians, then, are industrious. Reason 1.

The northern part of Belgium is given over to agriculture. There are no large

farms, such as we know in America. Most farmers own but two or three acres. But the farming is carried on so intelligently that immense crops are secured. The Belgians, then, are good farmers. Just what we need in the United States. Reason 2.

Some of the best of the United States farmers are descendants of those emigrants from northern Europe who came, about 1820, and settled in the middle west.

A study of maps and texts reveals the fact that southern Belgium is a higher country than northern Belgium. In the south are large coal beds. Of course there is manufacturing. The principal manufactures are cotton and woolen cloth, linen, carpets, iron and steel goods. The Belgian women produce by far the greater part of the hand-made lace of the world.

Commerce is one of the great industries. There are plenty of canals and railroads. Belgium was the first country of continental Europe to possess a railroad system. Progressive, you see. Along the numerous short streams and the river Scheldt, there are numerous villages and cities. This is added proof of industry. It also proves intelligence. In countries whose inhabitants have a low order of intelligence, we do not find the people building railroads nor creating industrial centres. The Belgians are very intelligent. Reason 3.

We have seen that the country divides itself naturally into a north and south section. These sections differ not only as to occupation, but as to the people themselves. The inhabitants of northern Belgium are Flemish. They speak a language closely resembling the Dutch. The

southern Belgians are called Walloons. French is their language. They differ, not only in language, but in appearance, customs, politics and religion. Both nationalities are represented in the government. But Walloons and Flemish are *one* in their love for their country. Though originally they came from other countries, having made Belgium their home, they are loyal to Belgium. Just the spirit we foster in America. The Belgians are loyal and patriotic. Reason 4.

Brussels, until recently the capital of Belgium, is very like Paris in appearance. (Explain why Antwerp is, at present, the capital.) Its streets are very clean. It contains many buildings that are notable for their architecture. Both Flemish and Walloons live in Brussels.

Ghent, in the Flemish country, is an

interesting, though old-fashioned city. You will remember that the peace-treaty which terminated the War of 1812 was signed at Ghent. This, also, is the city of which Browning speaks in the poem familiar to many sixth and seventh year students, "How They Carried the Good News from Ghent to Aix."

Antwerp, one of the gateways into Europe, is a thriving, hustling city. Here are some of the finest quays in the world. They were built by Napoleon at a time when he was planning to invade England, and intended Antwerp as a base of operations. In this city is the famous Antwerp Cathedral. The spire of this cathedral is one of the most beautiful bits of architecture in the world. So delicate is its construction that Napoleon compared it to lace. Another European monarch de-

clared it should be enclosed in glass. In the pinnacles are dozens of bells which chime the sweetest music. The Belgians love the music of the chimes. In one city they play every seven minutes.

Liege is a thriving manufacturing centre where machinery, cutlery and glass are made.

Ostend is a noted watering place.

Belgium has produced some of the world's great painters—among them, Rubens and VanDyck. In Antwerp and Brussels are art galleries containing art treasures that are priceless. Very recently, some of these treasures were placed in water proof tubes and buried in the Scheldt river. The Belgians feared that during the present war these works of art might be ruined or stolen. The love of art and

music shown by these people is evidence of culture. Reason 5.

The people of Belgium are a peaceful people. Though many battles have been fought in this country, her people have never sought war. They have invariably fought in self-defence. The position of the country has made it inevitable that the larger countries should meet here in conflict.

The Belgians, then, are industrious, thrifty, good farmers and manufacturers, are intelligent, progressive, patriotic, of happy disposition, are peaceful and have cultured tastes.

The inexperienced teacher should bear in mind that by far the greater part of this lesson must be discovered by the pupils, by means of maps, text and reference books. The teacher may tell just enough to a-

rouse curiosity or to stimulate interest. There might well be some study of the customs of the people, e. g. their custom of harnessing dogs to carts and using them for much of the work done by horses in our country. Pictures of the people and their houses will add greatly to the lesson. Do not show a photograph of any of the famous pictures unless the picture means something to *you*. You cannot lead children to see what you yourself do not see. If you are really *teaching*, other ways of interesting your pupils will occur to you. Do you really enjoy the geography lesson?

Some time ago, I heard a Methodist minister say that the reason some people did not *enjoy* a religious experience is because they never get out into the deep sea of religion. Instantly to my mind's eye came the picture of a bathing beach.

Many were hanging around the water's edge—some stood shivering ankle deep in water. A few were striking out into the deep water and *enjoying* it. I don't suppose the good man expected us to make any other application of his figure, but I couldn't help thinking that it is so with teachers. Too many hover around the edge—step timidly forward—look back, half regretting. No joy there. They "don't like teaching." Too bad they don't even know they are *not* teaching any more than the waders are swimming. Strike out into the deep water, sink or swim, and you'll find out whether or not you like teaching.

V AUSTRIA-HUNGARY

When the German Empire was formed jealousy between Prussia and Austria kept Austria out of the Empire. In 1869 Austria united with Hungary and the empire of Austria-Hungary was formed. The people of Austria are Germans; those of Hungary, mainly Hungarians. But there is a great mixture of races. In olden times, Asiatic tribes often came into Europe from Asia, following the Danube river. So, many of the inhabitants of the Austria-Hungarian Empire are descendants of Asiatic tribes. Many Russians and Italians, also, have found homes in this empire. One traveller while visiting Budapest, wrote, "I sat in a Turkish tavern between a German and a Hungarian, opposite a

Slav and a Bohemian, with a Turk at the head of the table, a Frenchman at the foot, while a gypsy played the cymbals near by and the waiter was a Russian." The people of different nationalities are often prejudiced against each other. But we have seen, during the past year how united they are when it is necessary to unite for defence against a common foe.

If we were to visit Austria, we should find that Austrians are Germans just as much as the inhabitants of Germany. It might surprise us to find the Hungarians are attractive people. The Hungarian men have been called the handsomest men of Europe. There are many gypsies in Hungary. These people are very musical but too dirty to be attractive.

The home land of all these Austrians, Hungarians, gypsies, is the second country

of Europe in size. Name the largest country. Look at the map and you will see that the empire is nearly surrounded by mountains. Find the Carpathians. Note how the Danube finds its way through a mountain gap and runs across the Hungarian plains. It is quite worth our while to stop for a moment and consider this wonderful river. How does it compare in length with the Volga? The Rhine? Through what countries does it flow? What countries does it separate? Name the cities on its banks. The Danube flows across the plains of Hungary and waters one of the richest wheat fields in the world. Here, too, is manufactured the finest wheat flour in Europe. Lead the pupils to compare Budapest with St. Paul and Minneapolis. Budapest was formerly two cities. Buda and Pesth. They were located on

opposite sides of the river, making "twin cities," like St. Paul and Minneapolis. St. Paul and Budapest are capital cities and lead in the manufacture of flour.

Vienna, capital of Austria, is one of the gayest cities in the world. The Austrians are as sociable and as fond of pleasure as the French. There is a large university in Vienna. The city is famous, also, for its medical schools. How many seaports has this empire? Is Austria-Hungary contented with her extent of sea-coast?

All the provinces are united under one monarch, Emperor Francis Joseph. But Hungary and Austria have separate congresses. On the map, find the various provinces. Bohemia is noted for the manufacture of beautiful glass-ware, called Bohemian glass. Recall that Transyl-

vania is the province into which the Pied Piper led the children of Hannover.

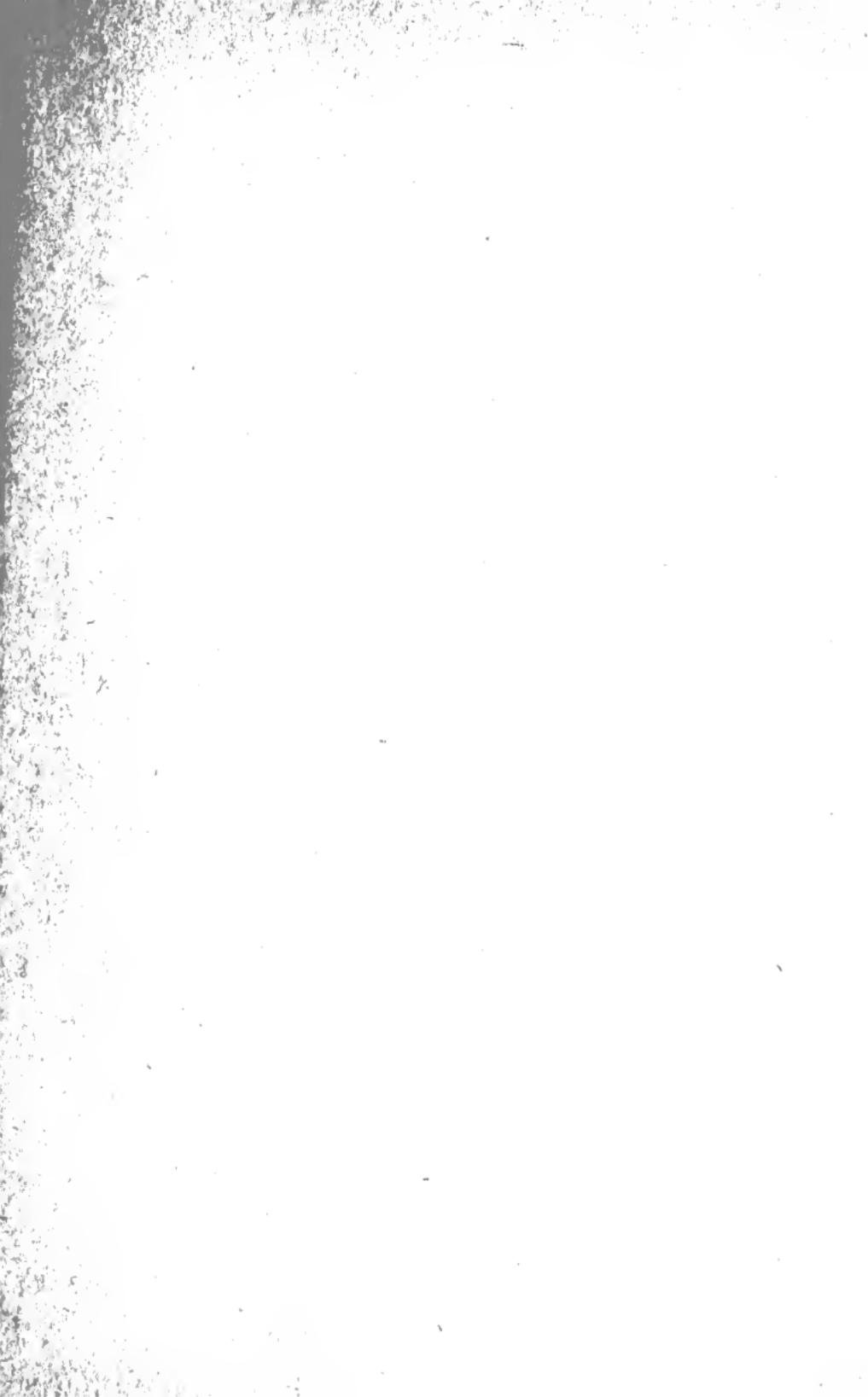
Not long ago one of our training class girls gave a geography lesson before the remaining members of the class. After the lesson the girls, as usual, made their criticisms. "Teacher led the pupils to discover facts," "All the class were kept busy," "Questions were definite," etc., It seemed that no one had any fault to find with the lesson. "Girls," I asked, "do you find nothing to criticise adversely?" One ventured, timidly, "It seems to me the lesson was not very interesting." Not very interesting! No, it was not at all interesting. As a matter of fact we could have fallen asleep at any time during the lesson. There was no fault to be found with the preparation of teacher or pupils; the lesson was correctly presented, followed

a well-defined outline, and proceeding naturally from topic to topic. Important facts were made prominent and received sufficient drill. But the teacher looked bored. Her eyes were dull; voice monotonous, though well modulated. I felt like shouting "Let there be life!"

Teachers, we may prepare and present an absolutely *correct* lesson; but if we fail to present an *interesting* lesson, I doubt whether we are really *teaching* at all. For teaching implies learning. Without learning, there is no teaching. Our students attend to that which interests them. When we get attention through interest we find the children remembering what they learn and desiring to learn more. Of course in every class there are a few who "get it" anyway. The probabilities are, they would 'get it' with the aid of a text book, if no

teacher were there. We should take no credit to ourselves for these. But when the slow girl, the dull or indifferent boy begin to listen and then bend interestedly over a map or text in an effort to gather some facts; when they begin to *try* to learn because we have caught their interest, then, I take it, we are *teaching*.

In a teachers' meeting we were speaking of an unusually bright child in one of the grades. "Oh, if I could have a whole grade of youngsters like him, it would be just *pleasure* to teach," remarked the teacher. "Yes," replied the principal, "but such do not test your ability as a teacher."





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